BIG IDEAS

The **design cycle** is an ongoing reflective process.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Design and content can influence the lives of others.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Applied Design** ***Understanding context*** • Conduct **user-centred research** to understand design opportunities and barriers ***Defining*** • Establish a point of view for a chosen design opportunity • Identify potential users, intended impact, and possible unintended negative consequences • Make inferences about premises and **constraints** that define the design space ***Ideating*** • Identify gaps to explore a design space • Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping • Critically analyze how competing social, ethical, and community considerations may impact design • Work with users throughout the design process	*Students are expected to know the following:* • design opportunities • design cycle • **digital tools** to communicate and **solicit** information • **impacts of social media** in global communications • **impacts on language use** of online technology • **issues** in digital communication • digital communication **risks** • **ethics and legalities** in digital communication, including ethics of **cultural appropriation** • influences of **digital marketing** in online content creation and curation • **changes** in journalism and reporting • **persuasive writing** for the web • **critical evaluation** of online resources • **sociological impacts** of digital communication tools • **technology to support collaboration** and interaction with others

Learning Standards (continued)

Curricular Competencies	Content
Prototyping • Identify and apply **sources of inspiration** and **information** • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas • Analyze the design for the life cycle and evaluate its **impacts** • Construct prototypes, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping ***Testing*** • Identify feedback most needed and possible **sources of feedback** • Develop an **appropriate test** of the prototype • Collect feedback to critically evaluate design and make changes to product design or processes • Iterate the prototype or abandon the design idea ***Making*** • Identify appropriate tools, technologies, materials, processes, and time needed for production • Use **project management processes** when working individually or collaboratively to coordinate production ***Sharing*** • **Share** progress while creating to increase opportunities for feedback • Decide on how and with whom to share or promote their product, creativity, and, if applicable, **intellectual property** • Consider how others might build upon the design concept • Critically reflect on their design thinking and processes, and identify new design goals • Assess ability to work effectively both as individuals and collaboratively while implementing project management processes	• strategies for developing a **digital dossier** • **career opportunities** in digital communications • appropriate use of technology, including digital citizenship, etiquette, and literacy

Learning Standards (continued)

Curricular Competencies	Content
Applied Skills • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time **Applied Technologies** • Explore existing, new, and emerging tools, **technologies**, and systems and evaluate their suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role technologies play in societal change • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies	

Big Ideas – Elaborations	APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Digital Communications Grade 11

- **design cycle:** includes updating content, tools, and delivery. The design process can be non-linear.

Curricular Competencies – Elaborations	APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Digital Communications Grade 11

- **user-centred research:** research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them
- **constraints:** limiting factors, such as available technology, expense, environmental impact, copyright
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **information:** may include digital communications professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **impacts:** including the social and environmental impacts of extraction and transportation of raw materials, manufacturing, packaging, transportation to markets, servicing or providing replacement parts, expected usable lifetime, and reuse or recycling of component materials
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Share:** may include showing to others, use by others, giving away, or marketing and selling
- **intellectual property:** creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership
- **technologies:** tools that extend human capabilities

- **digital tools:** for example, spreadsheet, databases, word processors, social media, blogs, infographics, polls and surveys, as well as graphic design and photo tools, such as Photoshop and InDesign
- **solicit:** for example, polls, surveys, crowdsourcing ideas
- **impacts of social media:** creating, sharing, or exchanging of information; sharing, co-creating, discussing, and modifying user-generated content; quality of information, content reach, frequency of access, usability, immediacy, and permanence; virality of content
- **impacts on language use:** for example, text-based and instant messaging, emojis, short-form communication, memes, gifs, evolution of grammar, spelling, evolution of Internet slang (e.g., LOL)
- **issues:** for example, netiquette, online courtesies, moderation, free speech, differences between digital, analog, and face-to-face communication; impacts of technology on interpersonal communication, relationships, and organizations
- **risks:** for example, over-sharing, impulsive reactions, copy (Cc) versus blind copy (Bcc), personal and private information, immediacy of the message
- **ethics and legalities:** for example, fair use rights, image use, copyrights, trademarks, Creative Commons licensing, anonymous authorship
- **cultural appropriation:** using or sharing a cultural motif, theme, "voice," image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **digital marketing:** for example, email, newsletters, mobile media marketing, social media marketing, videos, graphics, digital ad campaign strategies, measurement in clicks, analytics and metrics, audience reach, virality, generational targeting
- **changes:** changing dynamic of journalism, reporting, and content curation
- **persuasive writing:** for example, using the inverted pyramid method, avoiding jargon and repetition, using bold text, hyperlinking, underlining, writing with a digital audience in mind, summarizing, writing with search engine optimization in mind; ensuring contrast, clarity, and direction
- **critical evaluation:** relevance, accuracy, bias/perspective, reliability, safety
- **sociological impacts:** for example, self-image, social connections (real versus imagined), mental health, self-esteem
- **technology to support collaboration:** online multi-user tools and services to facilitate collaboration and communication on common projects, regardless of their physical location; for example, online chat/video communication services, document sharing services or sophisticated project management software
- **digital dossier:** maintaining a positive public profile that highlights career objectives and showcases work and experience
- **career opportunities:** for example, copywriting, Internet marketing, UX, SEO, communications officers, social media managers